2022-2023 Edition

ELPAC TEACH!

RESOURCES FOR SECONDARY TEACHERS

2022-2023



WHAT'S INSIDE:

- Why the English Language Proficiency Assessments for California (ELPAC)?
- ELPAC CHAT Resources

- Instructional Resources: Task Types, Rubrics, Released Questions & Vocabulary
- Instructional Routines and Strategies
- Proposed Scope and Sequence
- Assessing Student Learning
- Interpreting Data to Guide Instruction

- Reclassification Process
- Student Placement Considerations
- Guidance for Students with Special Needs
- Best Practices for Test Administration

- SMJUHSD ELD Pathway
- California State Seal of Biliteracy
- College and Career Readiness

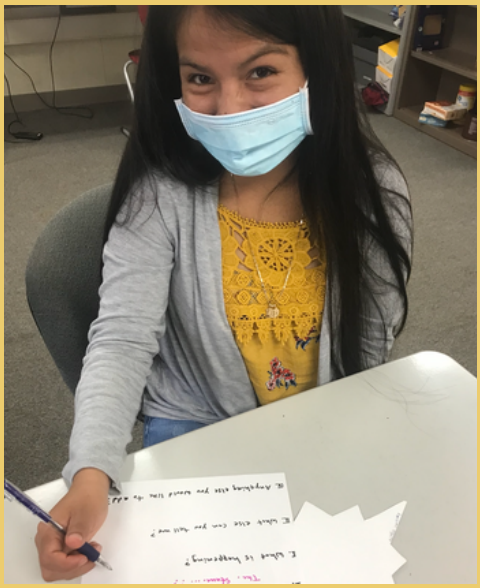
- Suggested Readings for Professional Development
- Additional Resources



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WHY THE ELPAC?

For public school students in California, English language proficiency (ELP) falls within the scope of state and federal laws. It is required that local educational agencies (LEAs) administer a state test of ELP, which for California is the English Language Proficiency Assessments for California (ELPAC). Furthermore, state and federal laws require the assessments be aligned with the state's English language development (ELD) standards.



The ELPAC is administered in both of the following ways:

- As an Initial Assessment to newly enrolled students with a language other than English, as indicated on a home language survey.
- As a Summative Assessment* annually to students who have been identified as English learners until reclassified.

ELPAC Summative Fact Sheet

TABLE OF CONTENTS

WHO ARE OUR ENGLISH LEARNERS?
PAGE 01

DESIGNATED VS INTEGRATED ELD
PAGE 02

IDENTIFICATION AND RECLASSIFICATION PROCESS
PAGE 03

ELD PATHWAY & STUDENT PLACEMENT
PAGE 04

ENGLISH LEARNERS WITH DISABILITIES
PAGE 05

PREPARING OUR ENGLISH LEARNERS FOR SUCCESS: PEDAGOGY
PAGE 06

ELPAC CHAT: ENGAGING STUDENTS
PAGE 07

INCREASING ENGLISH PROFICIENCY
PAGE 08

INSTRUCTIONAL ROUTINES AND STRATEGIES
PAGE 09

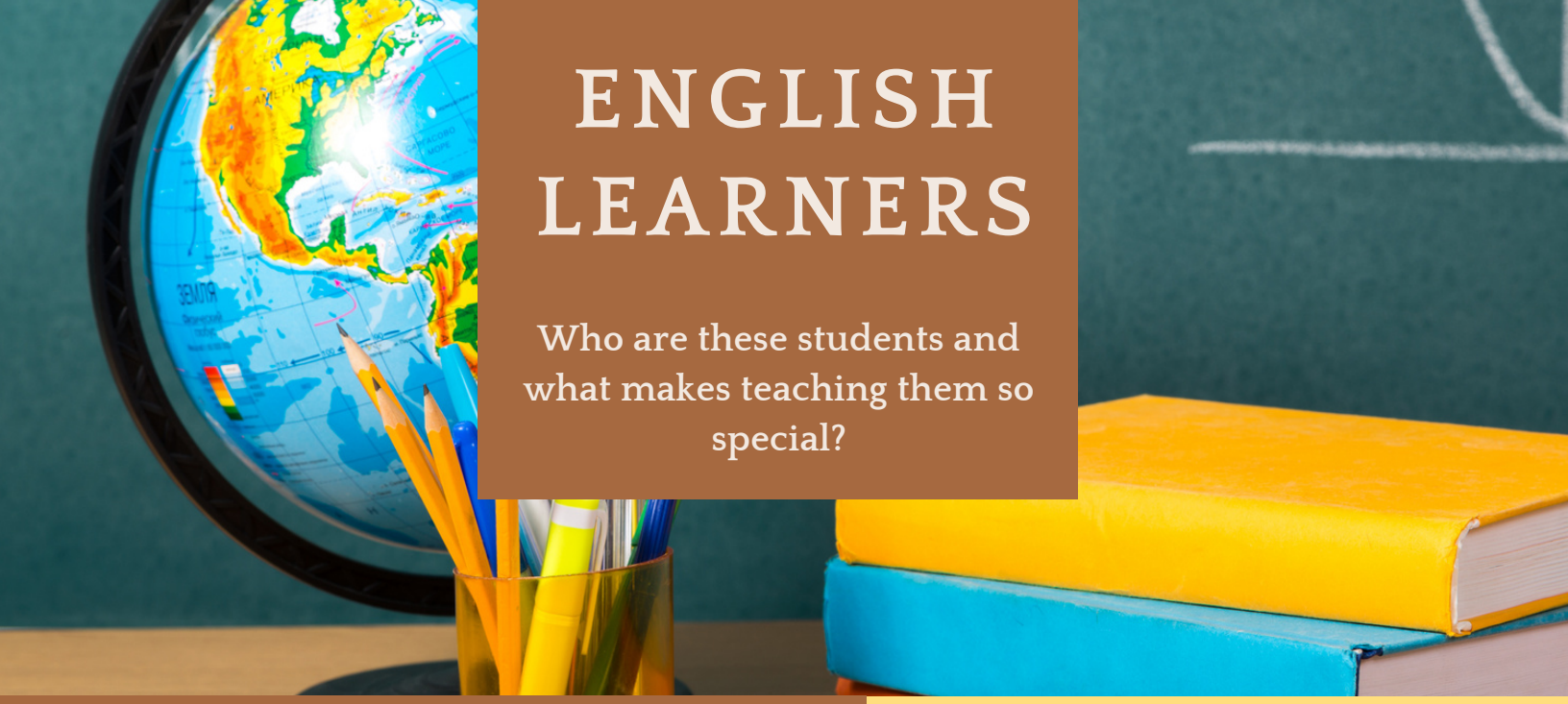
TASK TYPES BREAKDOWN & SCOPE AND SEQUENCE SAMPLE
PAGE 10

ELPAC RELEASED WRITING AND SPEAKING RUBRICS PLUS HOW CORE CAN SUPPORT ELPAC
PAGE 11

SMJUHSD ELPAC ADMINISTRATION AND LOGISTICS
PAGE 12

2022-23 ELPAC PADLET & OTHER INSTRUCTIONAL RESOURCES
PAGE 13

LEARNING NEVER STOPS
PAGE 14



ENGLISH LEARNERS

Who are these students and what makes teaching them so special?

"High-quality education for newcomer students builds on their unique strengths and supports their development in ways that enable them to reach their full potential. Newcomers, who need to develop English proficiency, require instruction that addresses the simultaneous development of English proficiency and grade-level concepts and skills."

U.S. Department of Education Newcomer Toolkit (2016)

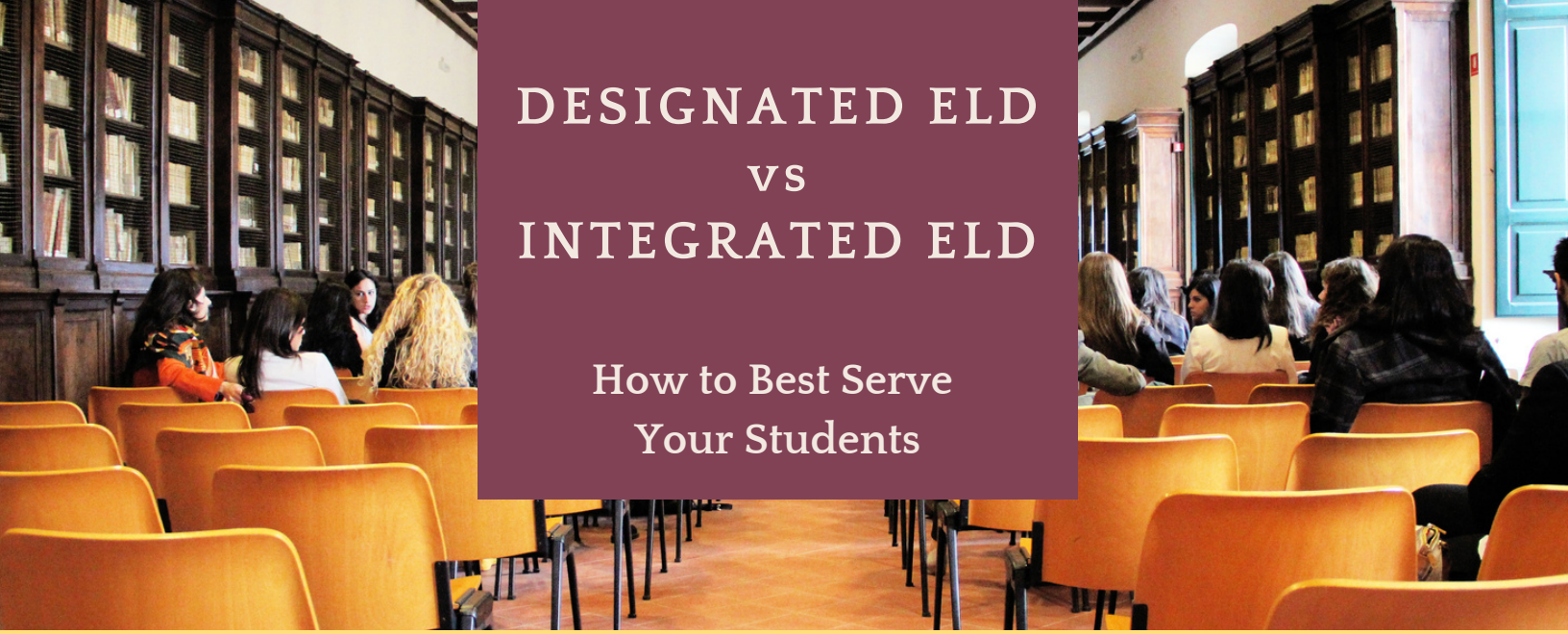


Mixteco Interpreter
at Santa Maria High School

"I learned English at a faster rate when the teacher spoke only English in the classroom."

English Learner Typologies

Creating effective lessons or units in which English learners fully participate and thrive begins with knowing the typologies within your English learner population. Who are they? What do they need? There is enormous diversity within the English learner group--many who may have had interrupted schooling or no schooling at all.

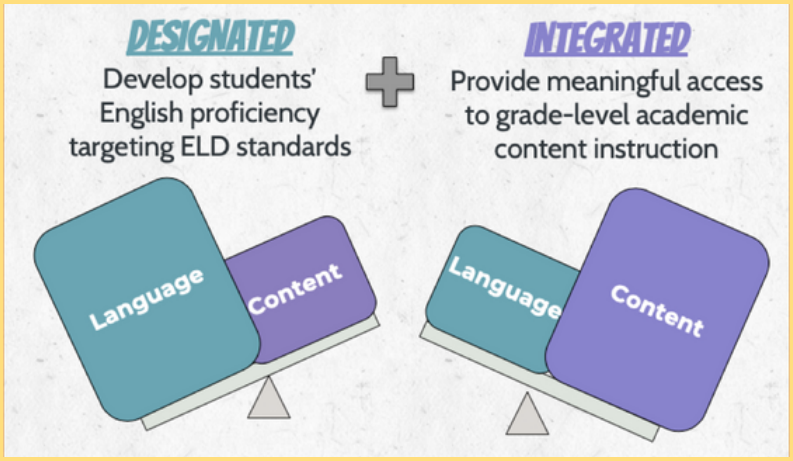


DESIGNATED ELD vs INTEGRATED ELD

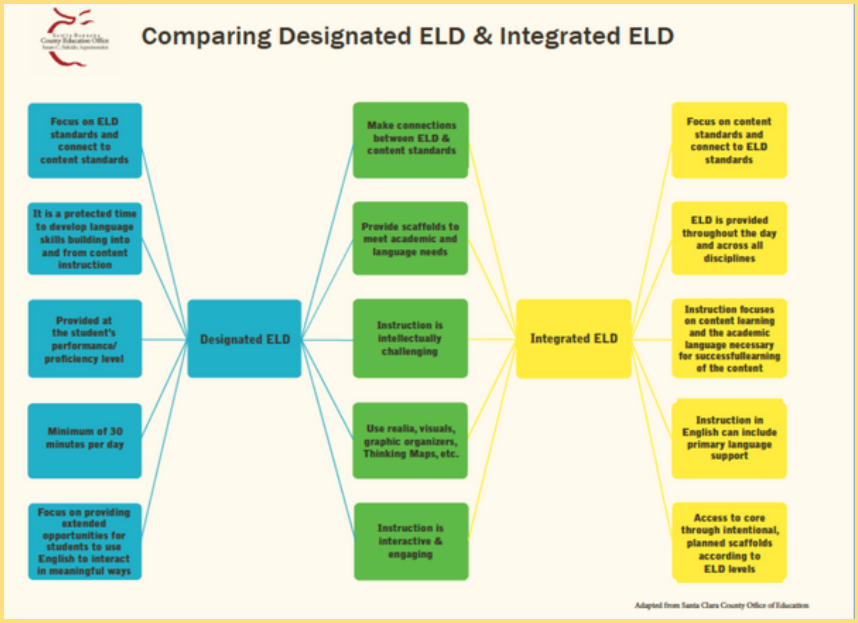
How to Best Serve Your Students

What's the difference between Designated ELD and Integrated ELD?

Integrated ELD focuses on content with language support, while Designated ELD focuses on developing language skills using content. Designated ELD trained educators group students by proficiency levels --Emerging, Expanding, and Bridging to provide ELD standards-aligned instruction.



"ELD Instruction is no longer a matter of accommodating English learners in the content area class, and it's no longer pulling them out into a special language class. The fastest way to bring English learners into proficiency is to do both." --Dataworks



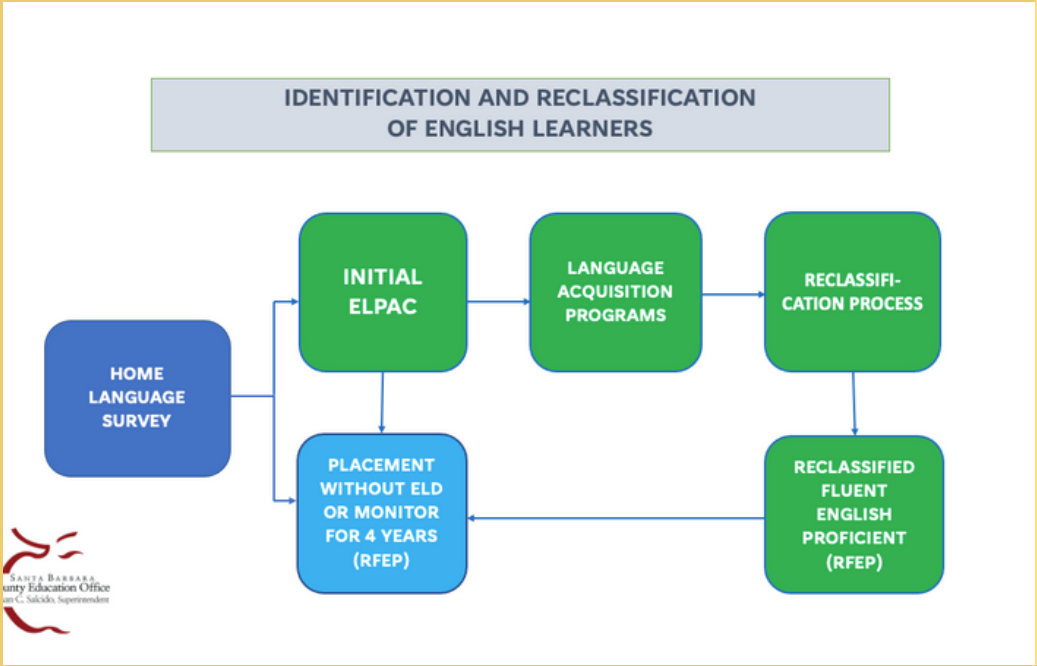
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IDENTIFICATION AND RECLASSIFICATION PROCESS

Why expedite English Language Acquisition for Our Students?

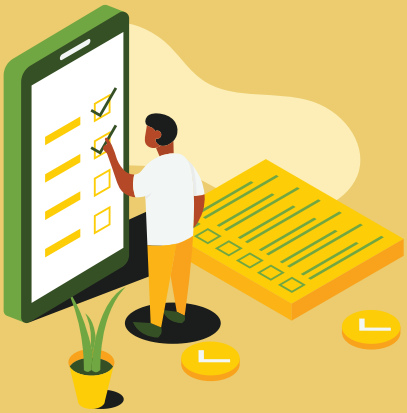
How are students identified as English Learners and what criteria are necessary to be reclassified as Fluent English Proficient by the State of California?

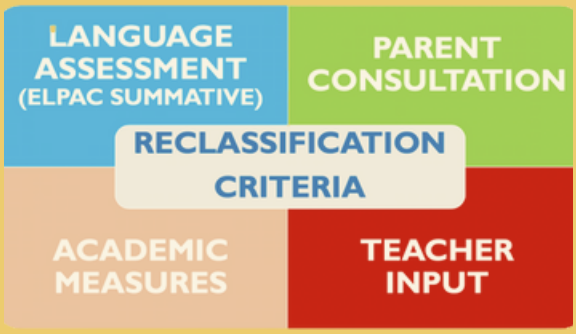


WHY EXPEDITE ENGLISH ACQUISITION FOR ALL STUDENTS?

- Increase student self-esteem and pride
- Gain faster access to elective courses such as art class, auto shop, welding, etc.
- Become instantly more marketable in a global economy
- Be college and career ready

HOME LANGUAGE SURVEY → RECLASSIFICATION CRITERIA → MONITORING RFEP STUDENTS









ELD PATHWAY

Serving Newcomer and Long Term English Learners



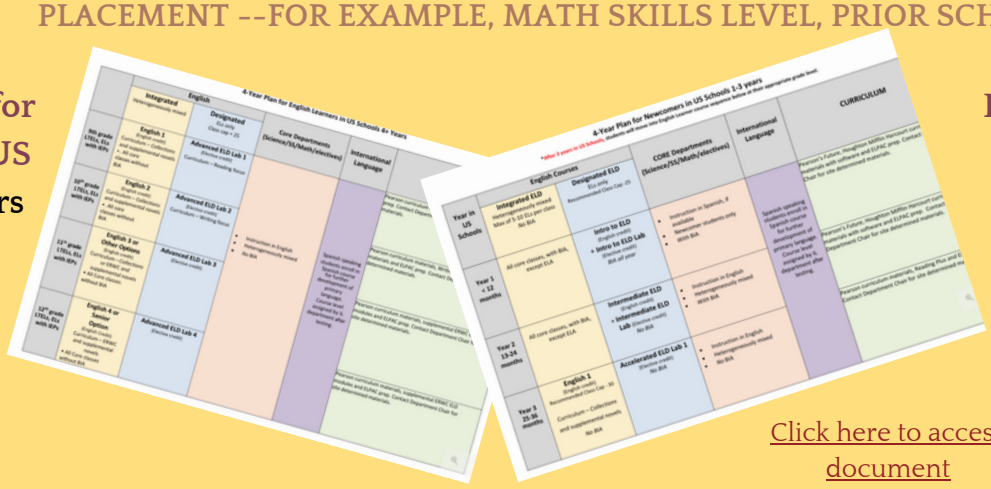
The SMJUHSD English Language Development (ELD) Pathway Document provides information about course sequences for Newcomer and Long-Term English Learners (LTELs). Each course is designed to address the English Language Proficiency (ELP) level of students entering the program and the Five Guiding Principles listed below.



GUIDING PRINCIPLES USED FOR PLANNING AND IMPLEMENTING THE SMJUHSD ELD PATHWAY

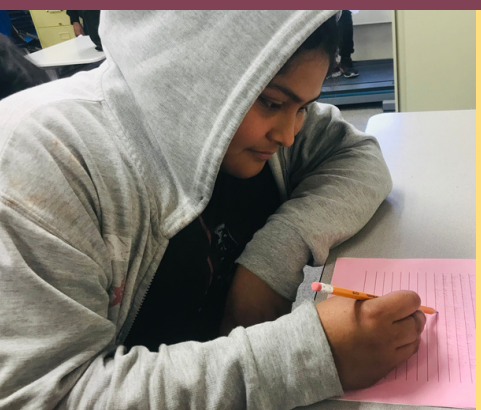
- MAXIMIZE USE OF ENGLISH
- CREATE LINGUISTICALLY DIVERSE CLASSROOMS
- SUPPORT DEVELOPMENT OF PRIMARY LANGUAGE
- PROVIDE FLEXIBILITY IN COURSE SEQUENCE
- ASSESS LINGUISTIC AND ACADEMIC EDUCATION LEVELS PRIOR TO PLACEMENT --FOR EXAMPLE, MATH SKILLS LEVEL, PRIOR SCHOOLING, ETC.

Four-year plan for Newcomers in US Schools 1-3 years



Four-year plan for LTELs in US Schools 4+ years

Click here to access document



STUDENT PLACEMENT CONSIDERATIONS:

- Based on the Home Language Survey, new students to California take the Initial ELPAC to determine if they are in fact ELs.
- Parents and guardians must be informed in a timely manner, and in a language they understand, their student's ELP level and EL program options.



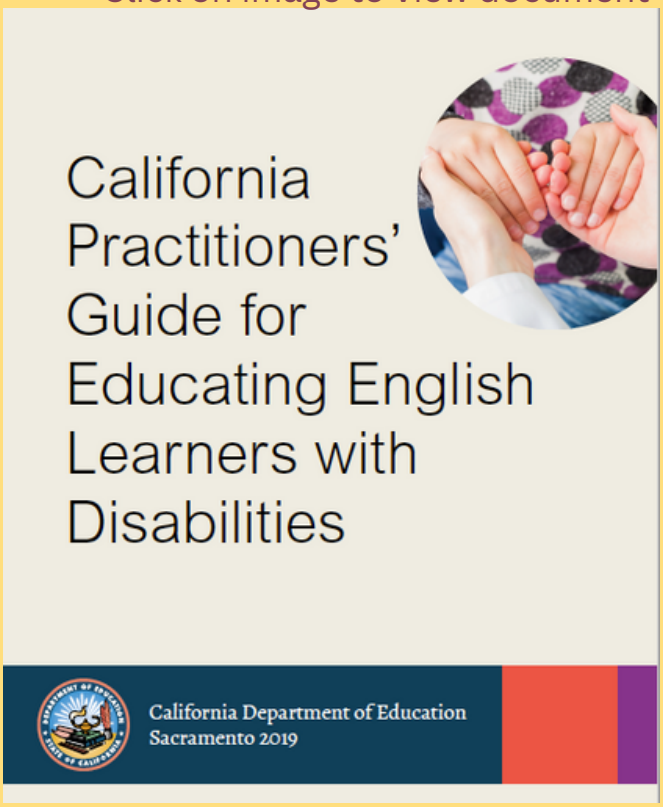
ENGLISH LEARNERS WITH DISABILITIES



The California Practitioner's Guide for Education English Learners with Disabilities has a wealth of information including the following topics:

- Language Acquisition vs Learning Disability
- Reclassifying English Learners
- Education Programs

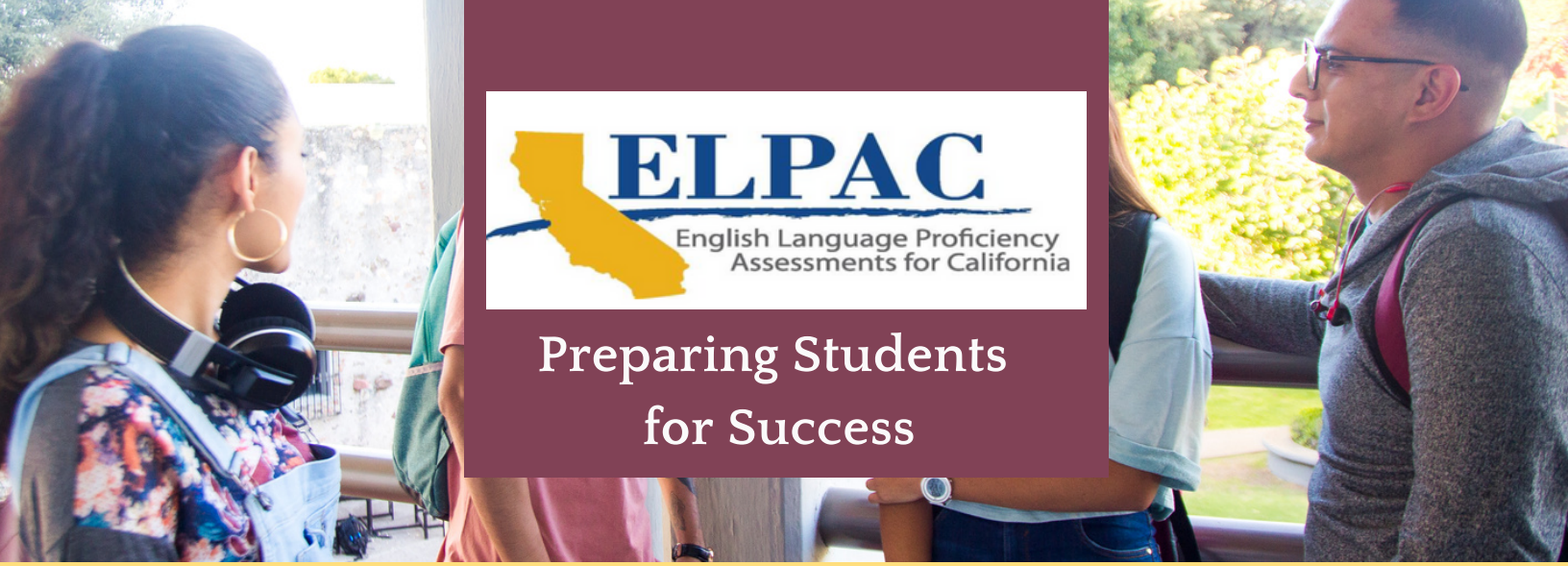
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"A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles."

–Christopher Reeve



ELPAC

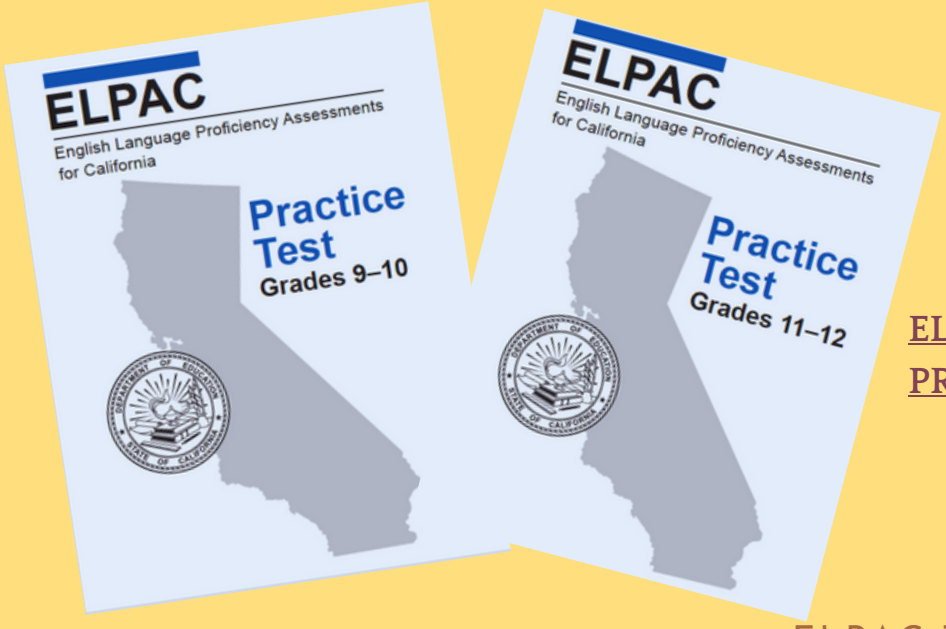
English Language Proficiency Assessments for California

Preparing Students for Success

ANNUAL TESTING WINDOW: FEBRUARY 1ST - MAY 31ST

State and Federal law require all California EL students be administered the ELPAC annually until they are reclassified as fluent English Proficient (RFEP). There is no parent opt-out or medical exemption for this assessment. A student will be considered an English Learner until they score an ELPAC overall 4 and meet all the district reclassification criteria.

NOTE: Measurable objectives based on the ELPAC Tasks Types are on page 10 of this document. These resources should be your primary teaching tool for ELPAC prep. It is suggested that use of practice tests occurs after ELPAC prep lessons.



ELPAC PRACTICE TESTS



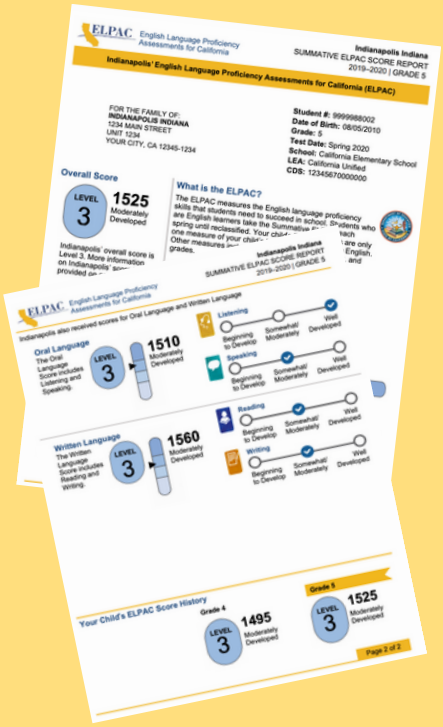
ELPAC CHATS

Conducting 1:1 Academic Conversations with Students



The purpose of the ELPAC Chat is to bring awareness to students of the impact their scores have on their eligibility for reclassification. Once students understand the importance of the test and learn how they can prepare, they are more likely to score an overall four.

ELPAC Chats are conducted one-on-one as early in the academic year as possible to provide students the opportunity to develop and implement an action plan to improve their scores. Action plans are monitored throughout the school year and revisited before the opening of the ELPAC testing window.

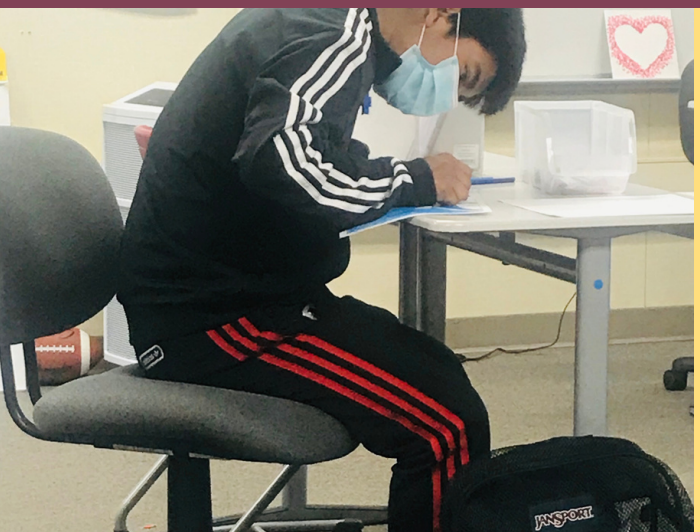


[ELPAC Chat Part 1]

[ELPAC Chat Part 2: Activity]

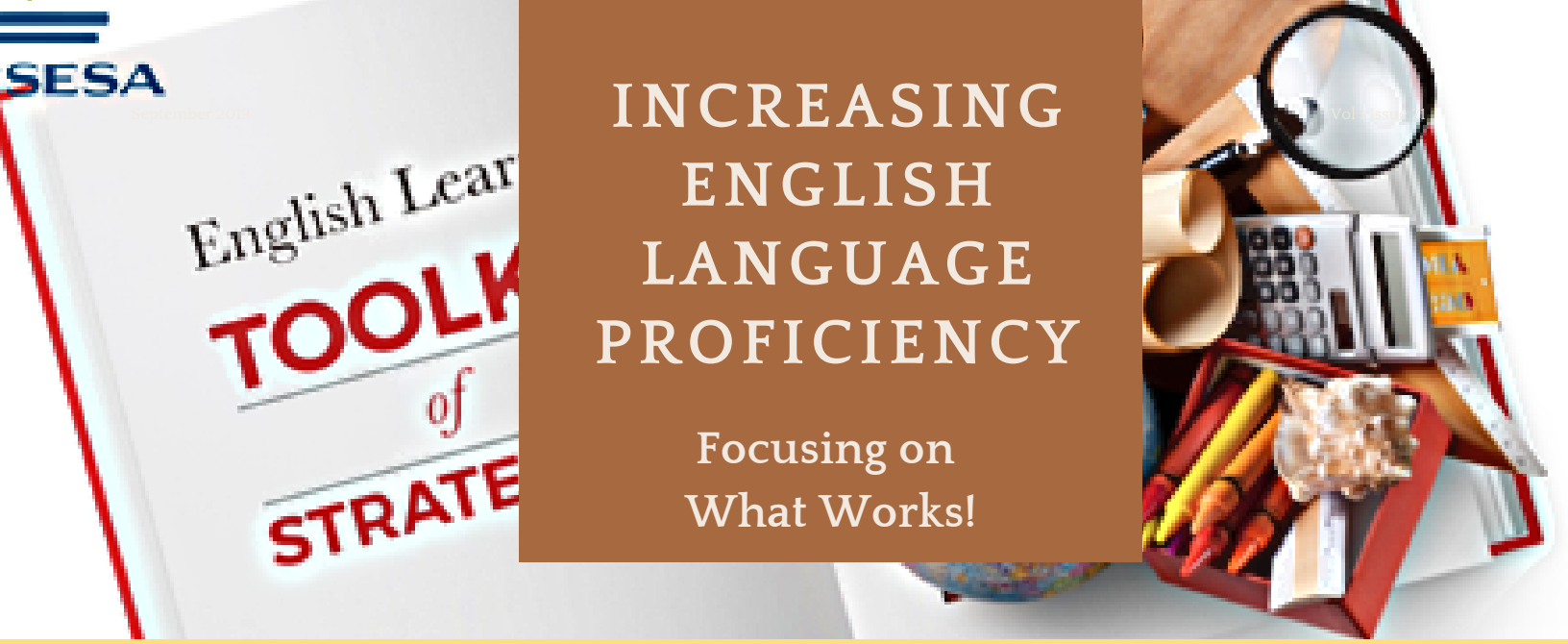


[ELPAC Chat Part 3: Self-Evaluation]



"If I had six hours to cut a tree, I'd spend the first three sharpening the axe."

--Abraham Lincoln



INCREASING ENGLISH LANGUAGE PROFICIENCY

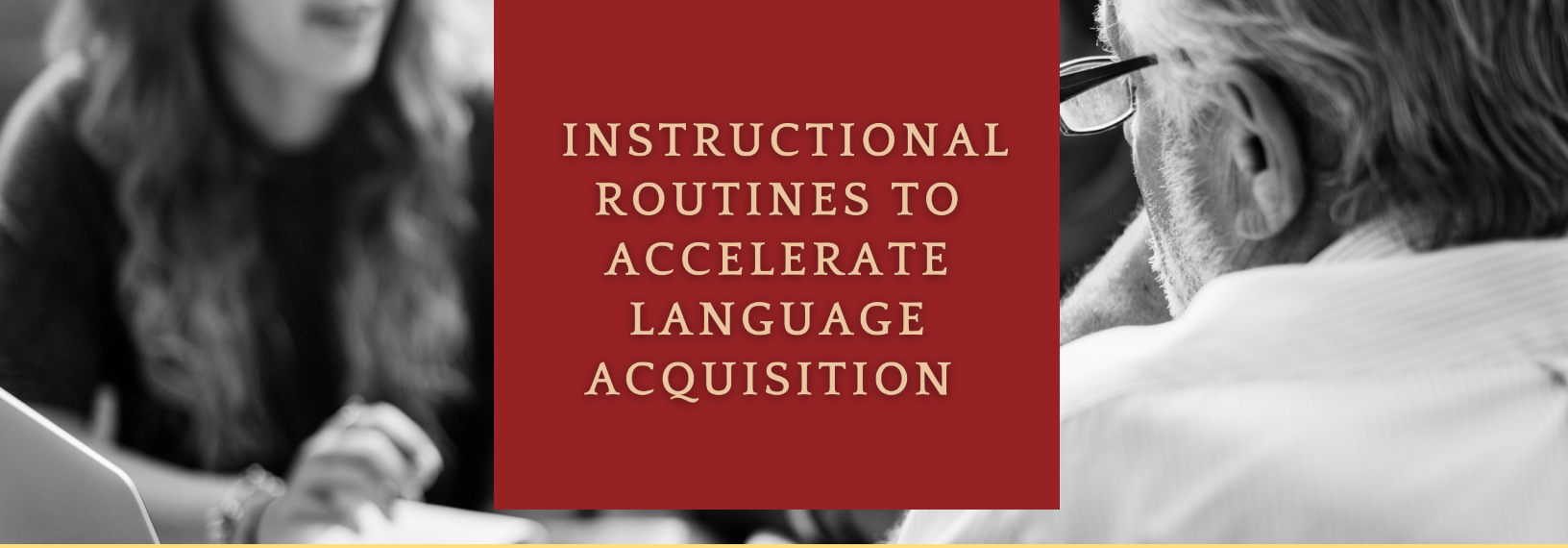
Focusing on
What Works!

Purpose

"The English Learner Toolkit of Strategies" is designed to provide K-12 classroom teachers, academic coaches, and teachers on special assignments with high leverage strategies to increase the English language proficiency of their English learner students. The Toolkit is intended to be used in both Integrated ELD and Designated ELD. The strategies address reading, writing, speaking, and listening to prepare ELs for literacy in the 21st century. The chart below helps teachers identify the appropriate strategy for word/phrase, sentence/clause, or text level understanding. The EL Toolkit also offers practical ways to engage English learners to develop English language proficiency and grade-level content mastery.

Word/Phrase Level	Sentence/Clause Level	Text Level
Academic Vocabulary Sentence Deconstruction	Pictorial Input Chart Sentence Deconstruction Sentence Patterning Sentence Unpacking	Academic Conversations Close Reading Collaborative Retell Collaborative Summarizing Interactive Read Aloud Text Reconstruction Write About An Experience

EL Toolkit of Strategies



INSTRUCTIONAL ROUTINES TO ACCELERATE LANGUAGE ACQUISITION

What are the language routines that accelerate the acquisition of the English language?

Research shows that the consistent implementation of the four routines below provides English learners with the structure and opportunities necessary to accelerate their acquisition of English:



Academic Vocabulary



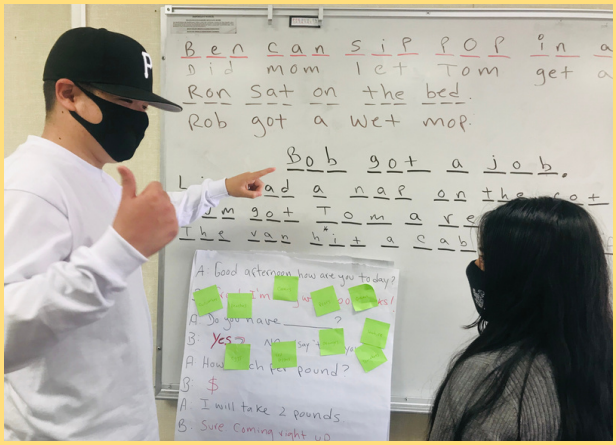
Oral Language



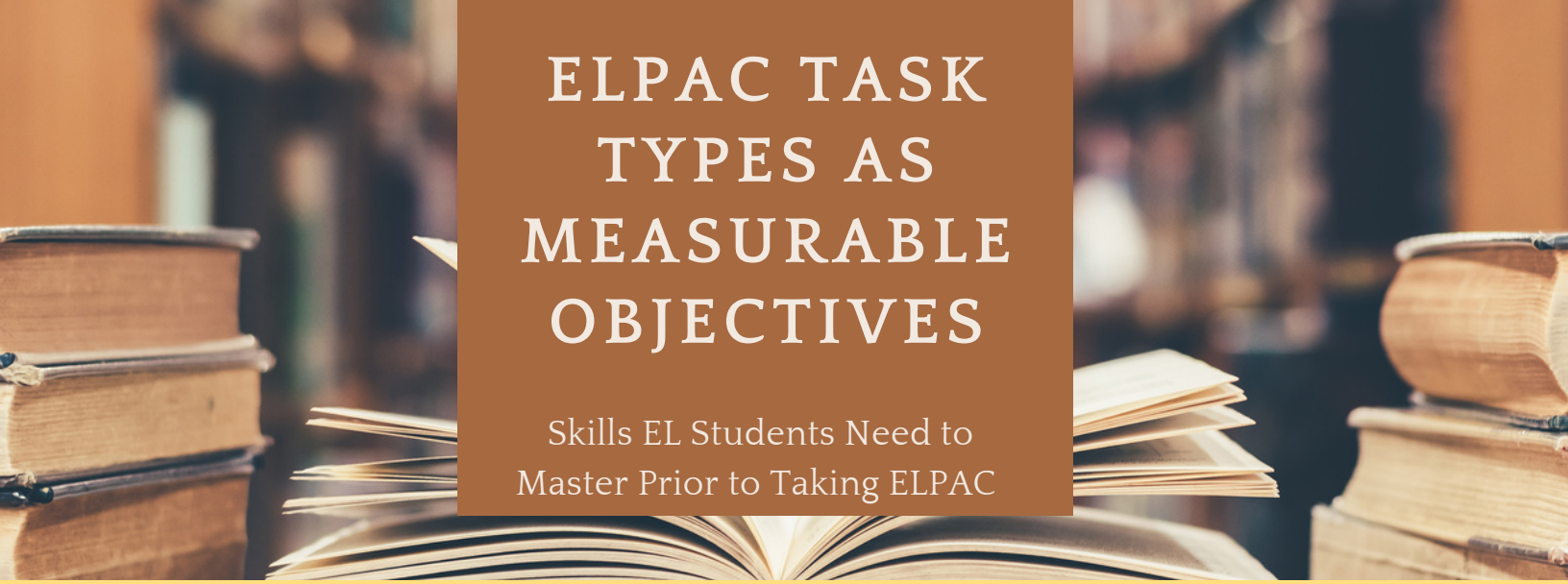
Meaningful Interactions



Interactive Games & Activities



Newcomers in Summer School Reviewing Phonemic Awareness Instruction



ELPAC TASK TYPES AS MEASURABLE OBJECTIVES

Skills EL Students Need to Master Prior to Taking ELPAC

What specific skills will EL students need to master before taking the ELPAC?

ELPAC Task Types have been broken down into measurable objectives below. The complexity of how these objectives are measured vary by grade level and students' language levels. Certain skills must be explicitly taught in the introductory courses within the ELD Pathway to ensure a student's overall academic achievement, as they complete designated ELD courses. Measurable objectives can be use to create Common Formative Assessments (CFAs) to help guide instruction.

Measurable Objectives for Each Language Domain:



READING



WRITING



SPEAKING



LISTENING

OTHER RESOURCES:

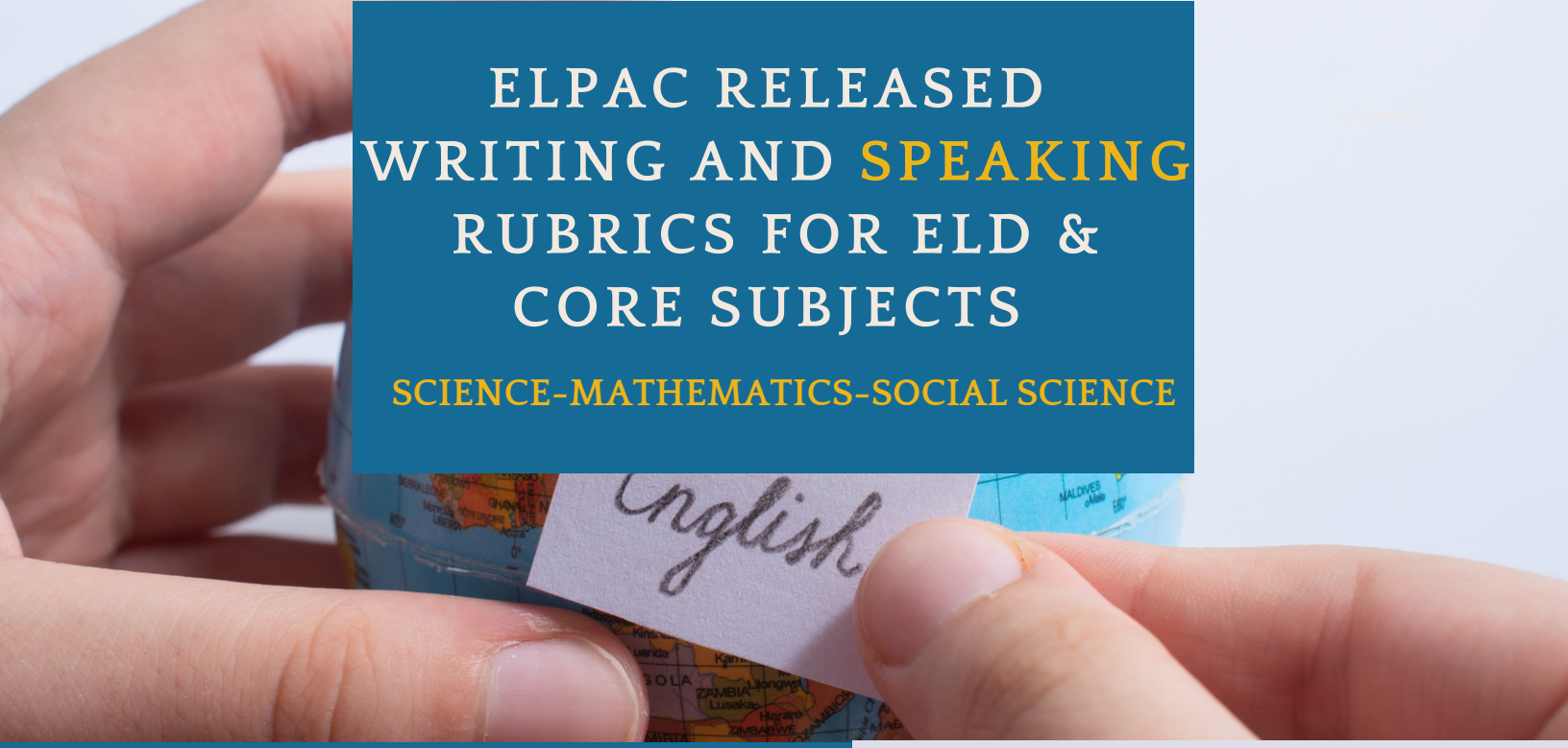
Task Type and Aligned ELD Standards

Summative Item Alignment to the ELD Standards

Sample Fall Semester Curriculum Map with ELPAC Prep

ELPAC Practice Test by Task Type

ELPAC Released Vocabulary

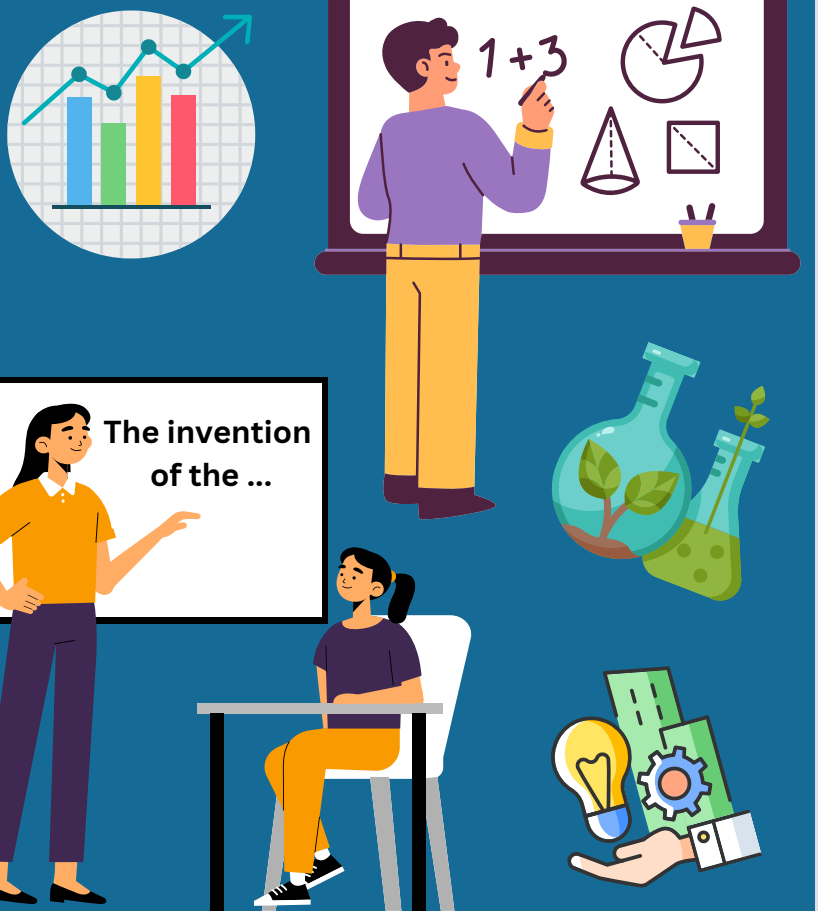


ELPAC RELEASED WRITING AND SPEAKING RUBRICS FOR ELD & CORE SUBJECTS

SCIENCE-MATHEMATICS-SOCIAL SCIENCE

ELPAC CORE SUBJECT SUPPORT

Did you know that the ELPAC draws from core content in its Listening, Speaking and Reading Sections? Core class support is key in preparing students for ELPAC success!



RUBRICS FOR TEACHERS:

ELPAC Speaking Rubric



ELPAC Writing Rubric



WRITING RESOURCES:

Kate Kinsella: Opinion Writing

Kate Kinsella: Narrative Writing

SMJUHSD ELPAC TEST ADMINISTRATION AND LOGISTICS

Looking Ahead

ELPAC TRAINING FOR TEACHERS AND TESTING SCHEDULES:

Varies by site. See Admin over ELD.

STATE OF CALIFORNIA RESOURCES

- ELPAC Summative: Estimated Testing Times
- California Assessment Accessibility Resources Matrix
- Universal Tools, Designated Supports, and Accommodations *Please See Section C, Items 5 & 6
- ELPAC FAQs

Suggestions

- Administer ELPAC first to students who are entering a different school the following year in order to review scores and determine if they are eligible for reclassification before they enter new school.
- Talk to students about the importance of ELPAC, how to prepare for a successful testing experience and doing their best work.
- Consider embedding designated supports and accommodations in daily instruction for students who will also need these during testing.
- Practice logging on to test platform prior to test day to reduce anxiety.

Do's and Dont's

- DO inform ALL students that they can replay SPEAKING and LISTENING audio while testing
- DO ensure TOMS settings include Designated Supports (available to ALL) and Accommodations (available to students with IEP/504 Plan).



- DO give students think time during the response time.
- DO use stopping markers when appropriate.
- DO complete required training
- DON'T leave test materials out or unsecured.
- DON'T make all students finish testing by a certain time. ELPAC is an untimed test.

Best Practices

BEFORE TESTING:

- Complete ELPAC CHATS.
- Familiarize all students with the format, task types, and if applicable, designated supports and accommodations, a few weeks before ELPAC administration.
- Comfortable seating, charged devices, and spacing between students whenever possible for a successful testing environment
- Introduce Newcomers to test examiners prior to testing to reduce anxiety.

DURING TESTING

- Allow student breaks to avoid fatigue
- Reminds students of supports available <such as replay audio>
- Ask a proctor be present when testing groups of 20 or more for added support.



ELD PREP PADLET & OTHER INSTRUCTIONAL RESOURCES

We Are All in This Together

Teaching Tools & Resources:

Scaffolding Options for Teachers

Strategies for Teaching ELD

Routines for Accountable Academic Discourse
(focus on Oral Language)

The GO TO Strategies: Scaffolding Options for Teachers of English Learners



Click Padlet image to access



At-home resources for families

Starting Smarter

High Frequency Word List

Colorín Colorado



LEARNING NEVER STOPS

Expanding Your Teaching Repertoire



Content and Pedagogy for Planning:

ELA/ELD FRAMEWORK Grade 9-12

The interrelated alignment of the English Language Arts and the English Language Development framework forms the basis for remodeling our instructional practice and promoting literacy through critical thinking, problem-solving, collaboration, and communication.

ELD Standards Grades K-12

The CA State Board of Education adopted the CA ELD Standards in November 2012. The document provides information on language proficiency levels, connections to the Common Core State ELA Standards, and expectations for student performance.

Designated and Integrated ELD Videos

K-12 Designated ELD and Integrated ELD Videos with Resources for Discussion

Research on Language Acquisition

Summary of important research on language acquisition.

"...immigrants are artists because they create a life, a future, from nothing but a dream."

--Reyna Grande, A Dream Called Home



Santa Maria Joint Union High School District
Multilingual & Migrant
EDUCATION PROGRAMS

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